

The Implementation of the Child Protection Policy in the Public Secondary School in the Division of Imus City Cavite: Basis for a Development of Proposed Action Plan

Crisanta F. Caudal¹
1 – Palaris Colleges

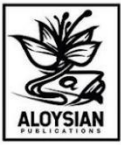
Publication Date: May 9, 2026

DOI: [10.5281/zenodo.20096080](https://doi.org/10.5281/zenodo.20096080)

Abstract

This study assessed the implementation of the Child Protection Policy in public secondary schools in Manila City Division during the 2025-2026 school year, involving 508 child abuse victims as respondents. The investigation examined victim profiles including age, sex, residence, family size, parental education, religion, income, and employment status. Results showed most victims were aged 10-15 years (64%), male (82%), from rural areas (91%), with parents having high school education (46%). Bullying (135 cases) and fighting (106 cases) were the most prevalent forms of abuse. Strategies employed by school authorities were rated effective (AWM=2.60), with counseling (WM=3.30) and policy implementation (WM=3.31) rated very effective. No significant relationship existed between respondent profiles and encountered problems. A comprehensive action plan was developed addressing student development, staff development, curriculum integration, physical facilities, research, and public relations.

Keywords: *child protection policy, child abuse, bullying, fighting, corporal punishment, DepEd Order No. 40, victim profile, school strategies, action plan, Manila Division*



Chapter I

The Problem

Rationale

Save the Children defines child protection as measures and structures to prevent and respond to abuse, neglect, exploitation and violence affecting children in all settings. Such processes are essential to ensuring children's right to survival, development and well-being in all settings at all times. It is when children are not protected that their rights as well as their families are most threatened. In addition, reaching the most vulnerable and isolated populations helps ensure the health and well-being of all and is indispensable in achieving the Millennium Development Goals (MDG). For example, children who are most at risk of extreme poverty and hunger are the most vulnerable to violence, exploitation, abuse and discrimination. Marginalized children are also denied access to essential services such as health care and education.

There have been attempts to link child protection with social protection which has now become a trend especially among member countries of the Association of Southeast Asian (ASEAN). Social protection refers to policies and programs designed to reduce poverty and vulnerability. It has also been demonstrated that an investment on child protection, which can be considered an integrated part of social protection, could be an efficient means to reducing poverty and increasing future growth. Ensuring that children are provided access to basic education, health, and nutrition services enhances their potential to earn income in the future. In this sense, social protection for children increase the likelihood of breaking the intergenerational transmission of poverty.

However, child protection work involves not only developing systems and mechanism that provide meaningful protection for all children in the longer term but also strengthening the capacity of a variety of actors to protect children. It is only through the concerted efforts of individuals and groups, adults as well as children, that child protection can become effective and sustainable.

The Save the Children Protection Initiative (CPI) became operational in May 2009 and aims to facilitate the delivery of better and larger programmes that meet children's protection needs in Asia and globally. The CPI has identified specific priority results areas for period 2010 – 2015 which include: children without appropriate care, child protection in emergencies, and child labor.

Children without appropriate care are children who are not receiving suitable, continuous and quality care, nurture and guidance as a physical, emotional, social and psychological level from either their families or from other primary carers who are meant to replace the family environment and who are responsible for their well-being and development. This definition includes children within their own families, children in alternative care, and children who have been separated, either voluntarily or involuntarily from their families including children on the move. It also refers to children in developed, developing fragile and emergency context.

The term children on the move is used to refer to those children moving for a variety of reasons, voluntarily or involuntarily, within or between countries, with or without their parents or



other primary caregivers, and whose movement might place them at risk of inadequate care, economic or sexual exploitation abuse, neglect and violence. Children on the move is an umbrella definition which brings together a series of categories of children to higher their common protection needs, include, for example: children who have been trafficked, children who migrate, and children displaced by conflict and natural disasters.

These priorities sub-themes were selected in recognition of the particular vulnerable faced by children in such situations, and of the particular strengths and expertise of Save the Children.

Pursuant to the 1987 Constitution, the State shall defend the right of every Children to assistance, including proper care and nutrition, and special protection from all forms of neglect, abuse, cruelty, exploitation and other conditions prejudicial to their development (Article XV, Section 3,2).

The Constitution further provides that all educational institutions shall indicates patriotism and nationalism, foster love of humanity, respect for human rights, appreciation of the role of national heroes in the historical development of the country, teach the rights and duties of citizenship, strengthen ethical and spiritual values, develop moral character and personal discipline, encourage critical and creative thinking, broaden scientific and technological knowledge, and promote vocational efficiency. (Article XIV, Section 3, 2).

The Convention on the Rights of the Child (CRC) aims to protect children from all forms of physical or mental violence, injury and abuse, neglect of negligent treatment, maltreatment and exploitation, including sexual abuse. The same Convention establishes the right of the child to education, and with a view to achieving this right progressively, and on the basis of equal opportunity, it obliges the government to take measures to encourage regular attendance in school and reduce drop-out rates. Thus, it is mandated that all appropriate measures be undertaken to ensure that school discipline is administered in a manner consistent with the child's human dignity, and in conformity with the CRC.

Child protection work involves not only developing systems and mechanism that provide meaningful protection for all children. It is only through concerted efforts of individuals and groups, adults as well as children, that child protection can become effective and sustainable.

Save the children in the Philippines seeks to priorities across the following strategy areas: children in residential care; children in armed conflict and disaster, children in situations of migration (including for trafficking purposes); and children in exploitative and hazardous work conditions.

This situational analysis was commissioned by the CPI as preliminary exercise to develop evidence based recommendations to guide Save the Children in the Philippines to develop interventions under the CPI priority results areas, building on existing programs and technical expertise.

Specifically this study aimed to conduct a rapid assessment of the situation of children in the Philippines in relation to the CPI priority result areas: identify gaps in existing policies, programs and services; and provide a set of recommendations for Save the Children child



protection interventions.

The following components have been identified as elements of an effective child protection system:

1. Legal and policy framework, including regulations standards complain with the United Nations Convention on the Right of the Child 1989 (UNCRC), other international standards and good practice.
2. Effective regulation and oversight, ensure that standards are upheld at all levels. Some argue that this component necessitates the existence of a specific agency or ombudsperson dedicated to child to protection and/or child welfare, with the mandate, means, authority and responsibility to ensure that the system works effectively.
3. Preventive and responsive services, including both the institutions and structures (formal and informal, government and non-governmental) that deliver the services, and the processes through which services are delivered. These include case management systems, other information systems, and appropriate budgeting and management. In a formalized system, this will have as a core element, a social work system providing a response to specific child protection issues and cases.
4. A skilled child protection workforce, respond and expand to meet the specific protection on issues arising in emergencies. Practitioners with minimum skills in social or community work who can be trained quickly and have a core understanding of child protection issues.
5. Children's voices and participation
6. An aware and supportive public.
7. Adequate funding, appropriate budgeting processes that covers both long and short-term needs for child protection systems.

This study looks into the following elements of effective child protection systems: knowledge about the root causes to and the extent of violence against children in the identified priority area; appropriate policies and regulations; preventive measures; provision of necessary treatment, rehabilitation and compensation to child victims; and ways to monitor and measure progress.

Theoretical Framework of the Study

This investigation is founded on the theoretical operational framework of the model and the elements of Department for Child Protection of Sandra L. Bloom (2005).

The Residential Care Conceptual and Operational Framework describes the overarching model and core elements of how the Department for Child Protection residential facilities plan to operate. The framework is largely based on the principles of the Sanctuary Model developed by Sandra Bloom and a study into residential care conducted by James Anglin (2004). It introduces a coherent therapeutic approach to care and more importantly is a model for organizational



change within the facilities as this change is achieved it supports the gains already made and ways of working.

The Department for Child Protection has begun a major expansion and reform of residential care across the country. Concurrently with introducing this Conceptual and Operational Framework, the Department is transforming larger hostels into smaller houses and establishing additional facilities in partnership with the non-government sector.

In many helping organizations such as CPI, neither staff nor the administrations feel particularly safe with their children and young people, or even with each other. Working in an environment of concurrent or constant crisis severely constraints the ability of staff to constructively confront problems, engage in complex problem solving, and involve all levels of staff in decision making processes. Communication networks tend to break down under stress and as this occurs, service delivery becomes increasingly disjointed and unplanned.

Without intending to do so, or recognizing that it has happened. System can become “trauma organized” organized around repeating patterns are keeping the individuals they are serving and their staff members from learning, growing and changing. There is a risk that organizations become more hierarchical there is a progressive and simultaneous isolation of leaders and a “dumbing down” of staff. Standards of care deteriorate and quality assurance standards are lowered. When this spiral is occurring, staff feel increasingly angry, demoralized, burned out, helpless and hopeless about the people they are working to serve, a situation and system easily recognizable to us all.

Strategies that focus on organizational culture change can draw upon the knowledge gained from helping individual survivors of traumatic experiences to heal and grow. In a therapeutic situation, it is essential that children and young people and the care workers understand what they want to achieve, so that their goals and strategies for achieving those goals are aligned. For individuals this requires a rigorous process of self-examination and the development of a core system of understanding, that will guide behavior, decision making, problem solving and conflict resolution. Recovering trauma individuals need to learn how to listen and to talk.

A way forward is more democracy, this will require leadership support and involvement in the change process, an increase in transparency and restructuring to ensure greater participation and involvement. It will be through participation and regularity of work groups, teams and meetings that emotional occurs within our organization. This will mean us all “walking the talk” embedding conflict resolution strategies at every level, and not turning them over to other areas or individual. The history of chronic stress and trauma are increasing rapidly in most countries like the Philippines, and reject the notion of inevitable ongoing crisis. It needs to contain the turmoil so characteristic of working with traumatized individual without becoming trauma organized itself. From the learning our country will become a “trauma informed system”.

The aim is to develop an organization that has as its culture, seven dominant characteristics, all of which serve as goals directly related to resolving trauma: culture of non-violence (building safety skills); culture of emotional intelligence (helping to teach affect management skills); culture of inquiry and social learning (building cognitive skills); culture of



shared ownership (helping to develop skills of self control, self discipline and an administration of healthy authority); culture of open communication (helping to overcome barriers to healthy communication, reduce acting out, improve self protection and self correcting skills, teach healthy boundaries); culture of social responsibility (to build social connections, establish healthy attachment relationship); and culture of growth and change (to restore hope, meaning, purpose and empower positive change).

To effect change and develop more democratic participatory processes in a community, a number of transformations must occur: leadership commitment, all key organizational leaders must become actively involved in the process of change and participate in the core change team. The responsibility of the core team is to actively represent and communicate with their work colleagues and to become change agents for the whole; adopt and evaluation framework, this allows staff to deal with problems that arise within a treatment setting between staff and young people, amongst staff and between staff and administration or management; create shared assumptions, beliefs and values, the core group must identify the most important organizational values and identify where the organization is not actually operating within those values.

Furthermore, in addition to the effects of change: become more democratic, the core team needs to learn what it means to engage in more democratic processes on the part of leaders, staff and children and young people; team work and collaboration, the core team develops a vision of how the groups and teams will function together to produce an integrated system; understanding trauma and its impact, understanding of the impact of trauma on individual, families and systems needs to occur. A focus then needs to develop on the way in which this knowledge will be integrated into policy and procedures. These meetings will be disseminate information and be an open and public process for decision making, a forum for personal feedback and a vehicle for members to exert pressure on those who are not conforming to the accepted norms.

However, the effects of change needs to have: safety plans / individual contracts, simple and straight forward safety plans developed by staff and young people for themselves. These plans identify the immediate steps that can be taken as soon as the individual finds themselves in a stressful, challenging or dangerous situation. The plans should be reviewed regularly (and may be carried by the young person, staff, etc. as a useful cognitive-behavioral tool); staff learning and development, development of a learning and development program which incorporates the elements of trauma based behavior, the evaluation framework and safety planning. This should begin at orientation and be ongoing; client participation, children and young people should have multiple opportunities to participate in the planning around their care and outcomes expected; evaluation, the core team should develop indicators that allows for the ongoing evaluation of the program that are observable and measurable and consistent with the agreed standards.

Some of the key behavior that staff can employ with young people that will make a difference to their sense of safety, healing and day to day behavior include the following: listening and responding with respect to young people helps them to develop a sense of dignity, a sense of being valued as persons and a sense of self worth; communicating a framework for understanding with young people helps them to develop a sense of meaning and a sense of the rationality within daily life; building rapport and relationships with young people helps them to develop a sense of belonging and connectedness with others; establishing structure, routine, and



expectations with young assists them to develop a sense of order and predictability in the world, as well as a sense of trust in the reliability of others; inspiring commitment in young people encourages them to developmental support helps them to develop a sense caring and mastery; challenging thinking and actions of young people helps them to develop a sense of potential and capability; sharing power and decision-making with young people encourages them to develop a sense of pride, power and discernment; respecting personal space and time of young people helps them to develop a sense of hope and opportunity; providing resources to young people helps them to develop a sense of gratitude and generosity.

Children's behavior can be mapped against the dimension of the System Evaluation Framework-Safety, Emotional, Loss, and Future – to identify where efforts can be directed with particular children and young people. Measurable and observable indicators of success should include the following: less victim blaming, less punitive and judgmental responses; clearer, more consistent boundaries and higher expectations (linked to right and responsibilities); earlier identification of strategies to deal with, perpetrators; better ability to state clear goals, create strategies for change, justify need for a holistic approach; understanding of repeat behavior and resistance to change; more democratic environment at all levels; better outcomes for children, staff and the organizations; system of undertaking of the impact of trauma; less violence (physical, verbal, and emotional).

Conceptual Framework

Department of Education (Dep.Ed) has adopted a policy to promote special protection to children who are gravely endangered or threatened by circumstances which affects their normal development and over which they have no control, and to assist the concerned agencies in their rehabilitation.

Furthermore, the Department ensures such special care and protection from all forms of abuse and exploitation as it is necessary for the child's well-being, taking into account the primary rights and duties of parents or legal guardians, or other individuals who are legally responsible and exercise the custody over the child.

This investigation on the implementation of the child policy in the public Secondary Schools in Division of Pangasinan II aims to assess the implementation of the policy in terms of sexual violence, physical violence, acts of lusciousness, harassment, bullying, fighting, discrimination, exploitation, corporal punishment, rape, child labor, making demeaning remark and public malicious imputation of crime.

In the course of the implementation of the child protection policy, there might be some problems being met by the schools. These problems must be dealt properly to secure some solutions or measures to have smooth flow of the implementation of the policy, thus the objectives of the said child protection policy can be achieved.

The paradigm of the study follows the input-process-output schematic flow of concepts.

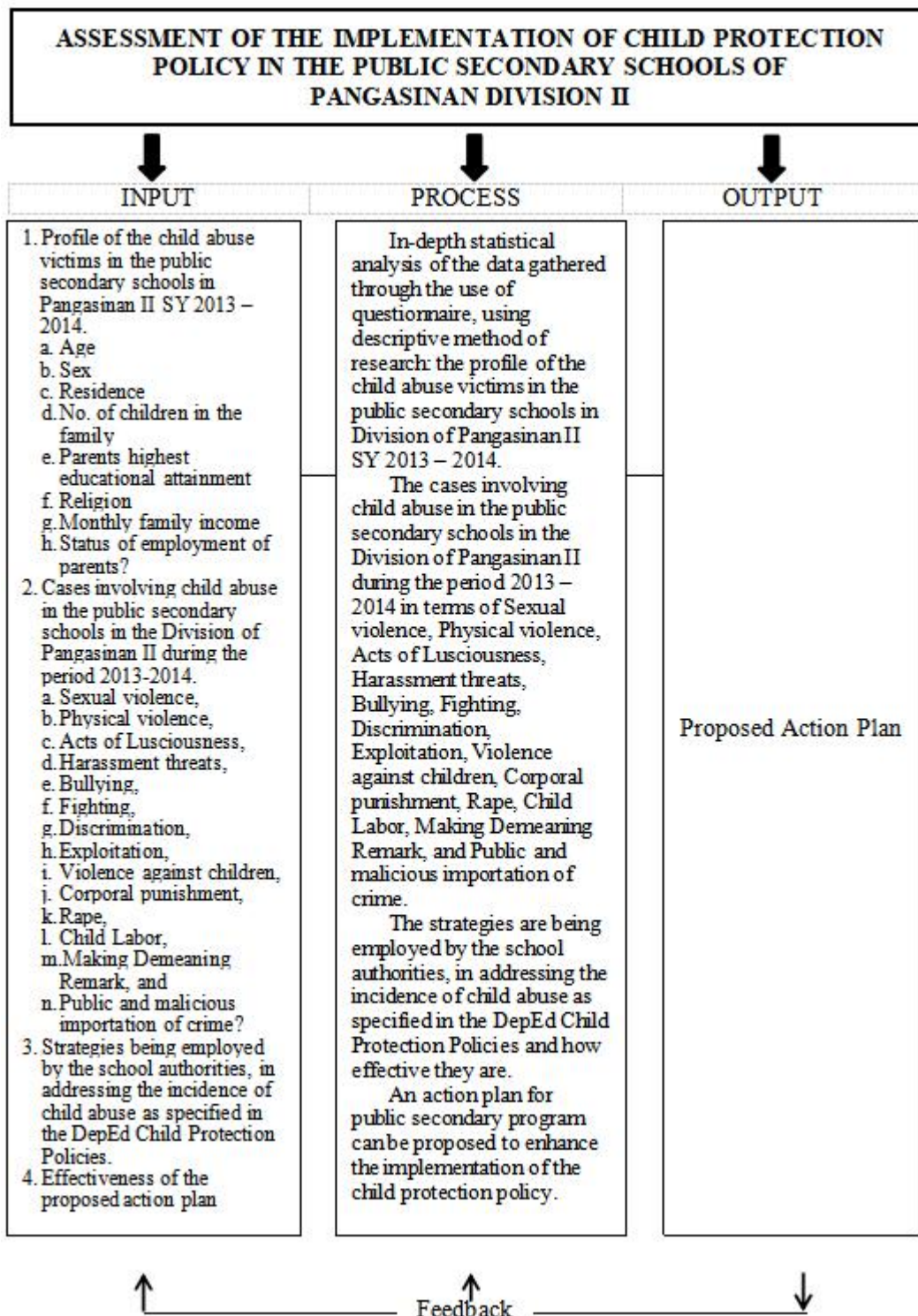
The input is the profile of the child abuse victims in the Public Secondary Schools in



Pangasinan II SY 2013 – 2014 along with Age, Sex, Residence, No. of children in the family, Parents highest educational attainment, religion, Family income, Monthly family income and status of employment of parents. It also includes the case involving child abuse in the Public Secondary Schools in the Division of Pangasinan II during the period 2013 – 2014 in terms of Sexual violence, Physical violence, Acts of Lasciviousness, Harassment threats, Bullying, Fighting, Discrimination, Exploitation, Violence against Children, Corporal Punishment, Rape, Economic Exploitation, and Making Demeaning Remark; the significant relationship between the profile and the sub-cases I & II involving child abuse in the Public Secondary Schools in Division of Pangasinan II. The strategies being employed by the school authorities, in addressing the incidence of child abuse as specified in the DepEd Child Protection Policies and how effective are they.

The process is the in-depth statistical analysis of the cases involving child abuse in the Public Secondary Schools in the Division of Pangasinan II during the period 2013 – 2014 in terms of Sexual violence, Physical violence, Acts of Lasciviousness, Harassment threats, Bullying, Fighting, Discrimination, Exploitation, Violence against children, Corporal punishment, Rape, Child labor, and Making Demeaning Remark; and Public and malicious important of crime. The significant relationship between the profile and the sub-cases I & II involving child abuse in the Public Secondary Schools in Pangasinan II. The strategies being employed by the school authorities, in addressing the incidence of child abuse as specified in the DepEd Child Protection Policies and how effective are they and the findings on what Action Plan for public secondary program can be proposed to enhance the implementation of the child protection policy.

The output contains the proposed action plan.



The Paradigm of the Conceptual Framework of the Study



Statement of the Problems

This study aimed to proposed an action plan for the implementation of child protection policy in the Public Secondary Schools in the Division of Pangasinan II.

Specifically, it seeks answers to the following sub-problems:

1. What is the profile of the child abuse victims in the public secondary schools in the Division of Pangasinan II SY 2013 – 2014.
 - a. Age;
 - b. Sex;
 - c. Residence;
 - d. Number of children in the family;
 - e. Parents highest educational attainment;
 - f. Religion;
 - g. Family income;
 - h. Monthly family income;
 - i. Status of employment of parents?
2. What are the cases involving child abuse in the public secondary schools in the Division of Pangasinan II during the period 2013 – 2014 in terms of:
 - a. Sexual violence;
 - b. Physical violence;
 - c. Acts of Lusciousness;
 - d. Harassment threats;
 - e. Bullying;
 - f. Fighting;
 - g. Discrimination;
 - h. Exploitation;
 - i. Violence against children;
 - j. Corporal punishment;
 - k. Rape;
 - l. Child labor;
 - m. Making demeaning remark; and



- n. Public and malicious importation of crime?
 - 2.1 Is there a significant relationship between the profile and the sub-cases I & II involving child abuse in the Public Secondary Schools in the Division of Pangasinan II?
3. What strategies are being employed by the school authorities, in addressing the incidence of child abuse as specified in the DepEd Child Protection Policies and how effective are they?
4. Based on the findings what Action Plan can be proposed in the implementation of the child protection policy in the public secondary schools in the Division of Pangasinan II?

Hypothesis

This study deals on the proposed action plan for the implementation of the Child Protection Policy in Public Secondary Schools in the Division of Pangasinan II during the school year 2013 – 2014. It covers the status of the incidence of children abuse in the public secondary schools of the Division of Pangasinan II for the period of 2013 – 2014, the cases involving child abuse victims in the public secondary schools in the Division of Pangasinan II SY 2013 – 2014. Their Age, Sex, Residence, Number of children in the family, Parents highest educational attainment, Religion, Family income, Monthly family income and Status of employment of parents.

The case involving child abuse in the public secondary schools in the Division of Pangasinan II during the period of 2013 – 2014 in terms of Sexual violence, physical violence, Acts of Lusciousness, Harassment threats, Bullying, Fighting, Discrimination, Exploitation, Violence against children, Corporal punishment, Rape, Child Labor, Making Demeaning Remark; and Public and malicious importation of crime.

Furthermore, strategies are being employed by the school authorities, in addressing the incidence of child abuse as specified in the DepEd Child Protection Policies and how effective are they.

The research respondents were 508 child abuse victims coming from the 10 public secondary mother high schools in the Division of Pangasinan II.

Significance of the Study

The results of this investigation would be beneficial to the following people or groups of people, organizations and Departments of the Government.

The Learners (Children). The implementation of the proposed measures by the different government offices like DepEd., DSWD and Children Protection Organizations will somehow gives security and protection of the children the children could become more respected of their rights to live a dignified living as well as keeping them away from bondage of childhood exploitation.



The Parents. They will be able to know their duties and responsibilities towards their children by giving them a decent rearing care. They will be able to cooperate with the different agencies of the government to achieve the goals and objectives of the child protection policy upon having the true picture of what is happening in the children.

The Teachers/Guidance Counselor. It could be of great importance since they are considered the surrogate parents of the children in the school. They could educate the children, act as a mediator between the parents and the school and among the people in the community to eradicate if not minimize the child abuse, child exploitation and trafficking in the country.

The Department of Education. The true picture of the cases on child abuse and its gravity could challenge the Dep.Ed. to integrate the child protection in the curriculum. It could design some programs and projects on how the policy could be implemented effectively.

The Government Agencies. DSWD and the UNICEF would be able to have data on the implementation of the child protection policy. They could design certain work plan, create some funding for the activities, and above all coordinate with the non-government organization and other charitable institution in the country.

Definition of Terms

The following terms and phrases are defined lexically and operationally to enlighten the readers understand better the findings and conclusions of the study.

Child Protection. It is a phrase which underscore the duties and responsibilities of every person extend every act of safeguarding the general welfare of the child (physically, psychologically, morally, spiritually, socially, educationally, materially, intellectually and mentally).

Child Protection Policy. It is DepEd. Order no. 40 series of 2012, that contains guidelines on protecting children in school abuse, violence, exploitation, delamination, bullying, and other forms of verbal and physical abuse.

Child. Refers to any person below eighteen (18) years of age or those over but are unable to fully take care of themselves or protect themselves from abuse, neglect, cruelty, exploitation or discrimination because of a physical or mental disability or condition; (RA 7610).

Children in School. Refers to bonafide pupils, students or learners who are enrolled in the basic education system, whether regular, irregular, transferee or repeater, including those who have been temporarily out of school, who are in the school or learning centers premises or participating in school sanctioned activities.

Pupil, Student or Learner. A child who's regularly attends classes in any level of the basic education system, under the supervision and tutelage of a teacher or facilitator.

School Personnel. Means a person, singly or collectively, working in a public or private school.



School Head. Refers to the chief executive officer or administrator of a public or private school or learning center which decision making originates.

Other School Officials. Include other school officers, including teachers, who are occupying supervisory position or positions of responsibility, and are involved in policy formulation or implementation in a school.

Academic Personnel. Includes school personnel who are formally engaged in actual teaching service or in research assignment, either on a full-time or a part-time basis, as well as those who possess certain prescribed academic functions directly supportive of teaching, such as registrars, librarians, guidance counselors, researchers and other similar persons. They may include school officials who are responsible for academic matters, and other school officials.

Other Personnel. Includes all other non-academic personnel in the school, whatever may be the nature of their appointment and status of employment.

Child Protection Desk. Refers to sub-agencies with the programs, services, procedures and structures that are intended to prevent and respond to abuse, neglect, exploitation, discrimination and violence.

Parents. Refers to biological parents, step-parents, adoptive parents and the common law spouse or partner of the parent.

Guardians or Custodians. Refers to legal guardians, foster parents, and other persons, including relatives or even non-relatives, who have physical custody of the child.

School Visitors or Guest. Refers to any person who visits the school and has any official business with the school, and any person who does not have any official business but is found within the premises of the school. This may include those who are within the school premises for certain reasons.

Child Abuse. Refers to the maltreatment of a child, whether habitual or not, which includes any of the following: 1) Psychological or physical abuse, neglect, cruelty, sexual abuse and emotional maltreatment. 2) Any act by deeds or words which debases, degrades or demeans the intrinsic worth and dignity of a child as a human being; 3) Unreasonable deprivation of the child's basic needs for survival, such as food and shelter or 4) Failure to immediately give medical treatment to an injured child resulting in serious impairment of his or her growth and development or in the child's permanent incapacity or death.

Discrimination Against Child. Refers to an act of exclusion, distinction, restriction, or preference which is based on any ground such as age, ethnicity, sex, sexual orientation and gender identity, language, religion, political or other opinion, national or social origin, property, birth, being infected or affected by Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome (AIDS), being pregnant, being a child in conflict with the law, being a child with disability or other status or condition, and which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise by all persons, on an equal footing, of all rights and freedoms.

Child Exploitation. Refers to the use of children for someone's else's advantage,



gratification or profit often resulting in an unjust, cruel and harmful treatment of the child. These activities disrupt the child's normal physical or mental health, education, moral or social emotional development. It covers situation of manipulation, misuse, abuse, victimization, oppression or ill-treatment.

Sexual Exploitation. Refers to the abuse of a position of vulnerability, differential power, or trust, for sexual purposes. It includes, but it is not limited to forcing a child to participate in prostitution or the production of pornographic materials, as a result of being subjected to threat, deception, coercion, abduction, force, abuse of authority, debt bondage, fraud or through abuse of victim's vulnerability.

Child Labor. Refers to the use of the child in work or other activities for the benefit of others. Economic exploitation involves a certain gain or profit through the production, distribution and consumption of goods and services. This includes, but not limited to, illegal child labor as defined in RA 9231.

Violence Against Children Committed in Schools. Refers to a single act or series of acts committed by school administrators, academic and non-academic personnel against a child, which results in or is likely to result in physical, sexual, psychological harm or suffering, or other abuses including threats of such acts, battery, assault, coercion, harassment, or arbitrary deprivation of liberty.

Bullying. Is committed when a student commits an act or series of acts directed towards another student, or a series of single acts directed towards several students in a school setting or a place of learning, which results in physical and mental abuse, harassment, intimidation, or humiliation.

Peer Abuse. Refers to willful aggressive behavior that is directed, towards a particular victim who may be out-numbered, younger, weak, with disability, less confident, or otherwise vulnerable.

Cyber Bullying. Is any conduct resulting to harassment, intimidation, or humiliation, through electronic means or other technology, such as, but not limited to texting, email, instant messaging, chatting, internet, social networking websites or other platforms or formats.

Corporal Punishment. Refers to a kind of punishment or penalty imposed for an alleged or actual offense, which is carried out or inflicted, for the purpose of discipline, training or control, by a teacher, school administrator, an adult, or any other child who has been given or has assumed authority or responsibility for punishment or discipline.

Related Literature and Studies

The review of professional literature and related studies of this investigation revealed that the present study did not duplicate any study conducted in the different public secondary schools in the Division of Pangasinan II. However, the following studies have been examined by the researcher and found them to be relevant to the present study.

DepEd Child Protection Policy Template (2012) promotes a zero-tolerance policy for any act of child abuse, exploitation, violence, discrimination, bullying and other forms of abuse. The



following are the principles excerpted from the template: 1) Schools shall be conducive to learning and children shall have the right to education free from fear; 2) All children shall be protected from all forms of abuse and bullying to develop self-esteem and self confidence; 3) Schools shall advocate a positive and non-violent mode of disciplining children to foster self-discipline and to improve self-esteem. 4) Corporal punishment shall not be imposed on any child in school for the purpose of discipline, training, or control; 5) School heads shall take steps to prevent bullying and ensure that the appropriate interventions, counseling and other services, are provided for the victims of abuse, violence, exploitation, discrimination and bullying; 6) Pupils, students or learners shall respect the rights of others and refrain from committing acts of bullying and peer violence; 7) Parents shall be actively involved in all school activities or events that raise awareness on children's rights, positive discipline, and the prevention of bullying; 8) Visitors and guest shall be oriented on the Child Protection Policy; 9) All schools shall establish a Child Protection Committee (CPC) which shall be composed of the following members: School heads/administrators-chairperson, guidance counselor/teacher-vice chairperson, representatives of the teachers, representative of the parents, representative of the pupils/students.

Madrid (2013) compared to other Asian neighbors the population of our country was more than 92 million with annual population growth rate of 2.04 percent, poverty incidence worsened at 24.4 percent in 2003 but increased as it progress to 26.5 percent in 2009. We have the high income inequality compared to Asian neighbors like Thailand and Vietnam, off track with poverty, education, maternal health, malnutrition. About 32.8 million of the population or 40 percent of the population in the Philippines live in slum areas and are homeless. An estimated 1.2 million children live on the streets in the Philippines, and about 35.1 percent of those children were starving and unhealthy Malnourished children with the prevalence of underweight at age 055 years increased from 24.6 percent to 26.2 percent, about 3.35 million children accounted for NNS 2008.

Ubalde (2012) over the last three years, the dropout rate for Secondary students (age 6 to 15) has increased from 5.99 percent (school year 2010 – 2011) to 6.28 percent (2012 to 2013), the ILO said. The group found out that one of the main reasons children quit school is that they were forced to work at early age and to help their family to sustain living. In the recent UNICEF accounts 246,000 street children along metro manila and other major cities and provinces in the Philippines, 70,000 to 120,000 number of prostitute children according to ECPAT, 2013, a master list of CNSP in UNICEF CPC disparity areas identified 48,967 children are out of school and with hard labors.

Raymundo (2011) the data on child maltreatment reported in the Philippines, that there were working boys and girls as early as 10 years old in hazardous and dangerous workplace at 4.2 percent. A child development index every three years by the National Statistical Coordination Board CDI in 2009 equals .829 percent consistent at the bottom were ARMM and Caraga regions. Surveys done every 5 years by the NSO National Demographic and Health as of 2009 found that 4.6 percent were already mother at the age of 16 to 21 years of age, basic indicators of fertility, childhood mortality, contraceptives knowledge and use, maternal and child health, nutrition status of mothers and children, KAB regarding HIV/AIDS and TB were found very poor by the said statistic surveys.



Cruz (2011) pediatric society of the Philippines revealed that the number of children who were abuse or maltreated showed only a total of 15 cases in 4 years in which 4 were physical abuses, 4 were sexual abuses and other maltreated syndromes of 7 cases which connotes that children violated and abused were reluctant to come out to speak and seek for protection from the author because of insufficient knowledge, time and financial means. On the other hand, there were 32 infants under 12 months with multiple fractures of the extremities, fractures of the skull and facial bones and 1,358 children under 3 years with head injuries suffered in the hand of their brutal parents or guardians.

Valdez (2012) the health risk faced by the children working in farming, fishing and forestry include accidents, as well as malnutrition induced by a heavy workload and a food intake insufficient for the nutritional requirements of a young and growing body. Other public health risks include exposure to pesticide and chemicals used in modern intensive farming system. Physical immaturity makes children particularly vulnerable to any form of chemical contamination. The progress of industrialization of agriculture contains hazards for children who need monitoring, assessment and exposure, since the day when technology and skill requirements themselves will mitigate against the use of children in rural workforce is still long way away many countries.

Surato (2008) in many ways the informal sector in the urban environment has the same characteristics as the rural subsistence sector. The dynamics of economic activity stem from the need to survive, and the means by which individuals do so are not necessarily reflected in countries definition of labor or productivity. Because the petty-trading and manufacturing activities which conventional post industrial rooms on production and employment were not conform to standards and regulations, children working in this kind of situation were characterized as benefit less and uninsured workers. Thus, though many children visible selling newspapers, vegetables, weaving at car parks for traffic, selling flowers or cigarettes begging alms etc. this were not visible in that it is not reflected in the production or GNP statistics, and their employment is untraceable.

Timbol (2013) interesting development with the Aquino Government, with the national health initiative to promote the sustainable health possible for the poor and families that needs medical attention was priorities by the DOH and other agencies work hand in hand to reach those that are in distress and needs. The conditional cash transfer for the poorest families currently benefit 3 million households hence the target is 4.8 million in our present time. There are 5 official acceptors of reports of child abuse (RA 7610) and each one keeps its own records: DSWD, PNP, NBI, CHR, and the Barangay, there is no registry of names so it is not possible to check and to protect the identity of the complainant/plaintiff ACES study done in the Philippines to help change this perception.

Furthermore , the ILO convention No. 138 of 1973 has as its objective the elimination of child labor (Article 1). It sets at 15 the minimum age for entry into employment or work for the age of completion of compulsory schooling, where this is higher; there is a proviso that some States may begin setting a minimum age of 14 with a view to raising it once economic circumstances and the development of educational facilities allow (Article 2). However, the minimum age for any type of work which is likely to jeopardize the health, safety or morals of



young people is set at 18 (Article 3). At present, 141 countries have a statutory basic minimum age; 134 countries have a statutory minimum age of hazardous work; but not all conform to the 1973 ILO standards.

Hence, 2) two Articles of the Convention on the Rights of the Child are especially applicable to the circumstances of street and working children: Article 19; The right to protection from violence, abuse and neglect. 1) States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligence treatment, maltreatment or exploitation, including sexual abuse, while in the care of parents, legal guardians, or any other person who has the care and custody of the child. 2) Such protective measures should, as appropriate, include effective procedures for the establishment of social programs to provide necessary support for the child and for those who have the care of the child. Article 32; The right to protection from economic exploitation. 1) States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development. 2) States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the presents article: a) provide for a minimum age for admission to employment; b) provide for appropriate regulation of the hours and conditions of employment; c) provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

According to the World Summit for Children Special Action Forum Berlin (2009) Millions of children around the world live under specially difficult circumstances – as orphans and street children, as refugees or displaced persons, as victim of war and natural and man made disasters, including such perils as exposures to radiation and dangerous chemicals, as children of migrant workers and other socially disadvantaged groups, as child workers or youths trapped in the bondage of prostitution, sexual abuse and other forms of exploitation, as disabled children and juvenile delinquents and as victims of apartheid and foreign occupation.

In addition, the UNICEF (2010) announced that more than 100 million children are engaged in employment, often heavy and hazardous and in contravention of international conventions which provide for their protection from economic exploitation and from performing work that interferes with their education and is harmful to their health and full development. With this mind, all States should work to end such child labor practices and see how the conditions and circumstances of children legitimate employment can be protected to provide adequate opportunity for their healthy upbringing and development.

The works of Edralin (2012), an Associate Professor of and researcher in the ILO-IPEC cited situations of the children in the workforce when conducting their various activities in the midst of danger and hazards.

The Technology of Participation, Edralin says, is useful in institutionalizing participatory processes in various institutional settings, including internal processes of NGOs and the government, not to mention its usefulness in managing employment. Thus, the Technology of Participation method continues to be a useful tool for different groups and individuals that aim to institute participatory mechanism in their organizations. Technology of participation is a group



process that are more animated, energetic, and with clear outputs. It is made up of three basic methods for facilitating group processes, discussion method, workshop method and action method for the benefits of the child.

Productive and meaningful participation and consent of parents not to allow the child to work and risk his healthy may adopt for truly proactive and responsive guidance. This recognizes the reality that responsible parenting is and can no longer be considered the sole responsibility of the formal structures or the leaders alone represent the body, they have no real power, and that election have degenerated into popularity more than an exercise in democracy (Aldaba & Tamangan 2008). While there be some truth to these accusations, there are also several illegal workforce that link participation of children to certain risks. Ano, D. (2010) conducted a study in which he studied post – Secondary outcomes related to having participated in early work or job in high school for the children slums. Financial factors such as lack of support to send for college schooling. The study concluded that students benefited from participation depending on the particular work, but involvement in many activities was detrimental. Specifically, participation in children below 18 years was consistently linked negative to-later outcomes.

The effect of early workforce of the children has also been linked to higher rates of alcohol and drug use. Results from the study surveying over 7,430 minors, grade 5 through 12, (Asian setting) suggest that students whose working at early ages were likely to use drugs, tobacco, or alcohol than their peers who did go to school (Lanzona, 2008).

Some aspect of the small industries such as mining, food preservation, agriculture, fishing, etc., are clearly designed to facilitate the development of intellectual skills and acquisition of knowledge of the child. Hence it is not tolerable for other aspects of the environment are more conducive to the development of the personal and social resources such as skilled activities, residence halls and of course a child in organizations. The total population of the child in workforce provides that the opportunity to undertake all task of developing a personal identity and skills needed for successful living.

Many children in labor industries are not necessarily running the play effectively, nor do they have actual power to be efficient and effective in the task they have. However, child labor may benefit from personality development through the practices of being independent. The Child's development is a developing field that focuses on building management skills through a variety of activities, as a central part of the poor living conditions (Morgan, 2007, as cited by Langdon 2009). Starks (2006) challenges various industries and institutions not to involve a child in the work and production regardless of how much the child strive for the job or temporary work if it is the child's health and life is at stake.

Rolloiazo (2007) providing children with all the necessary support to enjoy their childhood and develop their full potential is not only a duty to which State parties committed while ratifying the Convention on the Right of the Child it is only way for each society to ensure its own progress and development. Contain groups of children will require specific attention, as their exposure to threats and abuses is high-either because they grow up in an unstable environment, with no sufficient protection networks, or because the adults they deal with do not see their best interest as a top priority. This is particularly true in the Philippines.



Clarín (2006) Children deprived of parental care, out of which an unspecified number live in residential facilities; an undefined number of children especially young girls who are victims of violence at home, at school, in the neighborhoods, in institutions and in public security facilities; an undefined number of children who are victims of trafficking either in country or abroad, including those that due to their fragile living condition are exposed to this risk; an undefined number of children exploited for labor purposes, and exposed to hazardous working conditions; an unspecified number of internally displaced and refugee children in particular those living in miserable conditions in evacuation centers for a number of years.

Remedio (2008) the demand for protection addressed to the State authorities is as complex as the variety of lives of all these children. Seen from a child rights perspective, they are as are all children holders of universal, indivisible, interdependent and inalienable rights. As stated in the UN Convention on the Rights of the Child, children should be granted these rights according to a principle of non-discrimination. Due to the intensification of the experience of marginalization of some groups of children, it may be pertinent to identify and focus on certain priority issues and concerns in child protection. Particular concern is invoked by the situation of children in institution who may have been experiencing abuse and exploitation but whose undocumented by the apparent lack of attention to their needs and concerns.

Rosario and Bonga (2006) time and again, the Philippines has been cited as possessing a remarkably strong legislative framework that enables the passing of child protection laws and policies, both at the national and local levels. However, the perennial issue that has been evident across all the priority areas is the lack of understanding and capacity of the different stakeholders to enforce, implement and uphold these laws. It is also unfortunate that some of those who are expected to get away with their violations. This is especially true for some police personnel who were accused of being protectors of trafficking rings. Accusations implicating local magistrates of corruption, which is said to account for the low conviction rates in trafficking also abound.

Manasan (2006) the Philippines is also not lagging in the creation of structures and mechanisms that address child protection issues across the selected priority areas. However, it is impossible to evaluate how effective these structures and mechanisms are in addressing these issues. While the Philippine government has been very open to working with civil society groups along certain issues, civil society groups feel that most of the time, the different line agencies rely on their initiatives to implement the plans and strategies set out for each inter agency body that was created. It may also be that there is no single agency tasked to oversee all these different coordinating functions. While the council for welfare of children exists, its diminished status as an adjunct division within the DSWD does not give it the sufficient mettle to influence other government agencies to work on the different program areas.

Matilac (2007) the possibility for duty-bearers to perform their role successfully is seriously hampered by the lack of reliable data, moreover of relevant breakdowns, an indispensable instrument for policy planning and the provision of services. A national data collection system that keeps track of the cases of rights violations and informs policies and programs response is still in the pre-testing stage. The absence of such an information system has really hampered the processing of collecting accurate information about children in Philippines. While there is no doubt as to the number of professionals who are dedicated to the promotion of



child rights and child protection, the issue has always been the adequacy of the skills and competencies of people tasked to ensure the safety and protection of children.

Cabilao (2009) interventions that target children have adopted more creative forms of communication. The use of the theatre arts has been reported to be quite effective in communicating to the public a number of diverse protection issues such as child trafficking, violence, and corporal punishment. Furthermore, the children involved in these reported cases were improve their sense of well being as a result of their participation for these activities. Education and training seem to be the most widely practiced forms of preventive intervention in terms of health and wellness of the children. It is used in both formal (e.g. scholarship) and informal (e.g. street-based education) setting with some reported degree of success. Training programs for child care workers and other professional have likewise been generally successful.

Protacio (2010) the diverse range of child protection programs and services focus on the following: responding to the physical and psychological efforts effect of rights violations; rescue the children victims from their abusers; bring perpetrators to court; reach out to protect victims; and organized and mobilized the communities in detecting, responding to, and preventing child abuse. Through the Barangay Council for the Protection of Children is one of the first agencies to receive reports of child protection issues, it is not adequately equipped to handle such case; the quality of casework and documentation of cases re notably below par due to the heavy caseload of social workers and other child care workers.

Abueva (2008) strength lies in the opportunities for different forms of participation available to children. The proliferation of a number of children's organizations attest to the significant level of democratic space afforded to children. A shining example would be the organization of child domestic workers. However, there needs to be a more systematic process of monitoring and documenting these initiatives in order to ensure more meaningful participation of and by children. Filipino children may experience a significant change in the country of their life and their sense of well-being, if there is a commitment from all side (policy makers, professional organizations and the government agencies or NGO's) to multiply the efforts toward the improvement of protection network. In particular, it is recommended that the action of Save the Children in the short and medium term should be focused on strengthening the training duty-bearers on children rights and child protection; promoting of awareness s raising campaigns focused on the social inclusion of marginalized children; and improving data collection and analysis.

The CWC (2008) the experience of poverty and disadvantage, while it may be true that poverty is not necessarily the root cause of the children's vulnerabilities, poverty serves as the catalyst for the host of other issues and problems. For example, the experience of poverty has pushed children to leave their communities in search for better livelihood and employment opportunities, making them targets of traffickers. The sense of marginalization and injustice due to the experience of poverty makes it easier for armed groups to recruit children. Impoverished communities are the hardest hit in times of natural disasters, and take the longest to recover from the devastation and loss. Poverty forces parents to abandon and neglect their children who is most cases wind up in residential care facilities.



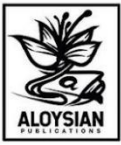
Maria-Abalos (2006) the breakdown of system of support and care may also be a function of poverty. However, it could also be brought about by structural such as natural disaster wiping out the whole communities, or protected fighting rendering many communities as virtual ghost towns a residents flee to other safer locations. Unfortunately, certain government priorities and policies weaken community support systems. For example, the continued concentration of government resources in urban centers render rural communities more and more impoverished. Another policy is the active promotion of overseas labor employment which present significant negative consequences to family and to the already tenuous community ties. Sadly, programs and services that are designed to protect children may also unwittingly contribute to the breakdown of community care and support. For example residential care facilities located in major cities and other urban centers, or evacuation centers located far away from communities of origins.

Ibon Foundation (2007) the isolation and dislocation from communities of origin, displacement or the sense of dislocation is another shared experience. The experience of dislocation could be at the level of the individual in the case of abandoned and neglected children put into residential care or the dislocation of trafficked children for labor and sexual purposes, or the experience could be at the collective level as whole communities may experience displacement as in the case of natural disasters or armed conflict. As the evidence from the five protection areas demonstrate children leave a much weakened community but experience a deep sense of isolation and dislocation that further highlights their experience of vulnerability.

Andag (2009) invest on impoverished communities; save the children's programming will have to be measured on its ability to have an impact on the protection and care needs of the poorest 10 percent of the children. Impoverished communities are those that lack the access to existing protection systems. In order to achieve this goal, it is recommended that save the children: conduct a program review to check and validate if present programs target the poorest 10 percent of the children, and or impoverished communities; realigns resources and allocations to programs and services that targets impoverished communities; conduct advocacy and education campaigns and capacity building activities with members of impoverished communities.

Brillantes (2006) promote community - based responses, system and mechanism in order to achieve this goal, it is recommended that Save the Children: conduct a systematic research that focuses on current community-based protection system in order to identify what works and other good practices; take into account community resources in the planning and design of community-based responses, systems and mechanisms; involve community members in the planning and design of such initiatives so as to promote a sense of community ownership; conduct capacity-building activities with local community members to equip them with the necessary knowledge and skills to be able to manage these community-based protection system; and to ensure that interventions address the problems of isolation and dislocation by considering the development of a sense of community as one of the targets of programs and services of the government.

Marcelo (2006) develop a community of competent and capable advocates and change agents, partnership with individuals, organizations or community and the government are essential in developing a competent community capable to advocate the needs of the children.



This could be achieved through: take the lead or facilitate the building of communities of individuals, organizations, and communities who work along common areas of concern; support initiative and efforts that will foster this sense of community among these individuals and groups; supports capacity - building initiatives that would ensure that these individuals of standards of behavior; encourage the sharing of information through common or linked web portals, database system for monitoring cases of child abuse.

In the Philippines, residential care remains to be the primary response to child abandonment, neglect and abuse. Residential care, or care provided in any non-family based group setting, such as places of safety for emergency care, transit centers in emergency situations, and other short and long term residential care facilities including group homes, is only one of the many forms of alternative care. Other forms of alternative care include:

1. Kinship care: family-based care within the child's extended family or with close friends of the family known to the child, whether formal or informal in nature.
2. Foster care: situations where children are placed by a competent authority for the purpose of alternative care in the environment of a family other than the children's own family, that has been selected, qualifies, approved and supervised for providing such care placements;
3. Other forms of family-based or family-like care placements;
4. Supervised independent living arrangements for the children.

Of the four priority areas included in this study, children in residential care received the least amount of attention in terms of research and documentation. The reason for admission includes economic difficulties and family problems such as separation, neglect and abuse, abandonment and death of parents. The length of stay of children ranges from six months to three years. The rate of discharge for male children is higher than for female children, especially those aged 6-12 years. However, older male children tend to stay longer.

The DSWD administers residential care facilities not only for children but also for abuse women, substance abusers, mentally ill, elderly persons with disabilities, as well as community-based centers. Community based centers provide preventive and rehabilitative services for children, youth, persons with disabilities, senior citizens and victims of disasters and natural calamities.

In 2012, a review of these residential care programs outlined areas for improvement in how the DSWD manages these centers and institutions. These includes adopting a program supervision model for residential care directly operated by the DSWD; increased use of volunteers at residential centers; reforms to the licensing and accreditation of residential centers operated by NGOs, and increased use of NGOs to operate centers and institutions.



As of 2013, there were about 61 residential care facilities being managed by the DSWD, the following are some examples.

Reception and Study Center for Children (RSCC) - A child caring facility that provides psychosocial services to children 0 - 6 years of age. The RSCC aims to help the child achieve child survival, development and protection.

Haven for Children - a facility that provides rehabilitation services for boys aged 7 to 13 years who are recovering from substance abuse.

Nayon ng Kabataan - A child caring facility that provides care and treatment for children 7 to 17 years old who have behavioral problems and whose needs are not met by parents and guardians.

Home Center for Girls - A child caring facility that provides protection, care, treatment and rehabilitation services to abused and exploitation of girls below 18 years old.

Home for Boys - A child caring facility that provides protection, care, treatment and rehabilitation services to abused and exploitation of boys below 18 years old.

Lingap Center - A transitional home for street children aged 7 to 17 years who are abandoned or whose parents cannot at the time provide for their needs adequately.

Marillac Hills - (Also known as National Training School for Girls) A child caring facility that provides care and rehabilitation to female children in conflict with the law, abused and exploited girls who are below 18 years old.

National Training School for the Boys (NTSB) - A rehabilitation facility that provides the needed care and rehabilitation services to male children in conflict with law who are below 18 years old.

Regional Rehabilitation Center for the Youth (RRCY) - A rehabilitation facility that provides the needed care and rehabilitation services to male children in conflict with the law who are minors and with no surviving parents.

Youth Hostels - A facility that provides temporary shelter to young aged 13 to 16 years old that are pursuing Secondary formal education technical education away from their family.

The facilities have an average capacity of 50 beds, except for the National Center for the Mentally Challenged with 400 - 490 beds, and another two for abandoned and sexually abused children that have 125 beds each. However, currently admissions exceed the capacity of these centers.

In the Philippines, a significant number of children are indiscriminately made to participate in economic activities at very young ages. Unscrupulous employers take advantage of their predicament-luring them to work in industries which are clearly hazardous even by adult standards. The National Survey on Children (NSC) indicated that there were about four million economically active children age 5 to seventeen years in 2005, which constitute 17.2 percent of



the total population of children in the same age group. The results also indicated that 2.2 million (1.4 million males and 1.0 million females) or 12 percent of all children ages five to fourteen were employed. Out of the four million child workers, about 60 percent or 2.7 million were exposed to hazardous working environments.

A study by the National Commission on Child Protection in the Philippines in 2010 revealed that nation wide 3.1 million children aged less than 15 years old were found in workplace like farms, factories, mines, even red light districts. The commission recorded 1.9 million child workers in 2009. The Philippines is cited as one of the countries with a significant incidence of child labor in the agricultural sectors, according to a report from the US Department of Labor. The report lists the goods produced using child and forced labor in the 77 countries studied.

Working children may be found in diverse sectors of the Philippine economy of the country's working children, 64 percent are in agriculture, 16.7 percent are in sales. 12 percent are in production work, and 7.3 percent are in service trades. The major areas in the formal sector of the economic where children can be found working are the garments industry, wood based industries, and the food industries. Hiring of apprentices in these industries is common. The rest of the children were in the metal and mining industries. In addition, according to the DOLE the hog, banana, coconut, rice, rubber, sugarcane, tobacco, corn industries in the country use child labor. It is also noted that child labor can be found in gold mining sector, fashion accessories manufacturing, pyrotechnics industry, and pornography.

Most child domestic workers are very young and under educated. They work for almost 24 hours, all week long except when allowed a day-off; most underpaid, if paid at all. Many also work in bondage-for domestic workers also report experiencing physical and verbal abuse from their employers. Some reveal they were found forced to eat leftovers, or compete for dog food, or sometimes even forced to drink liquid detergent mixed juice.

In 2009, an 18 years old Kasambahay (domestic helper) was rescued by the DSWD and the Commission on Human Rights CHR from the clutches of her employer, a very rich tycoon, after a fellow kasambahay escaped and told her parents of their daughters ordeal. The victim reported that she and the other helpers were not allowed to use the phone, talk to fellow house helpers, laugh, sit in their chairs, look outside the window, watch television, read and material or write, eat at any time, sleep or rest before their tasks were completed.

She was also experienced being choked, kicked, and had her head banged against the wall even for very minor infractions. She was also made to do her chores naked. Her women employers then took photos of her in the nude. When she finally asked permission to leave, she was forced to sign a new contract. She was working for the tycoon family since she was 13.

Each time a vessel leaves Davao City's in Sasa Wharf, BSSD social workers reported that they intercept as many as 20 passengers headed for Manila, potential victims of human trafficking syndicates. The Philippines is known as a source, transit and destination country for domestic and cross-border trafficking of women and children for the purpose of sexual exploitation and forced labor. The United Nations estimates that the Philippines has contributed from 600,000 to 800,000 victims of trafficking in persons.



Enticed by the lure of employment in Metro Manila or abroad and pushed by grinding poverty in Mindanao, these victims are coerced or deceived into a variety of exploitative situations in the Philippines or abroad; bonded labor, prostitution or abusive domestic work. Others are exploited for illegal activities (like begging, illegal trade or adoption), organ trading, marital services or for armed conflict. The study also cites a DSWD report that from 1997 to 2011 there was an estimated 1,205 documented cases of child trafficking mostly from Region IX.

In many cases, the victims are female and minors, as the rescue exemplified. The girl later told BSSD personnel she has been recruited to work for P9,000 a month as a waitress during the day and a karaoke attendance at night in a restaurant somewhere in Luzon. Witnesses said girl had four other companions who managed to make to voyage to Manila.

However, the lack of data collection and monitoring system makes it difficult to determine the number of trafficked children. In Cebu, an NGO recorded 1,605 women and girls who were trafficked for sexual purposes from 1997 to 2011. Another NGO, Antonia de Oviedo, recorded 55 trafficked girls from 1999 to 2005. In Cagayan de Oro City, the Philippines National Police recorded 78 child trafficking cases from 2005 - 2009, but the exploitative purpose was not identified. The regional office of the DSWD reported twenty five trafficking for cases sexual purposes in 2010 and 11 in 2011.

Available data may not accurately reflect the magnitude of child trafficking in the country. In the period between 2006 to 2012, data from the DSWD indicates that it has served about 1,200 cases of child trafficking with incidents of child labor and prostitution comprising more than half of the cases. The large number of cases of trafficking for labor purposes underscores the trafficking dimensions of child labor. Unfortunately, there was no disaggregation by gender.

During armed conflict, family members can be separated, schools and child care centers closed or destroyed, and the routines children are use to become disrupted. Schools and barangay centers, including health centers, are often temporarily used as military camps and detachments causing parents to have second thoughts about sending their children to school for fear that violence may erupt anytime. In Basilan alone, 14 schools remain closed since July 2007.

Worse, children are the most affected in situations of armed conflict. The military offensive against the rebels in Central Mindanao declared by former President Joseph Estrada in 2000 and in 2003 brought direct threats to life and physical security, lack of food security, threat to privacy of home and presence of danger in public places.

According to the Annual consolidation reports for 2008 - 2011 of the Disaster Response and Monitoring and Information Center of DSWD, 1.5 million persons were adversely affected and displaced by the conflict nation-wide in 2008, and 93 percent were from the ARMM and Region XII in Central Mindanao. In 2011 450,000 persons were displaced in Central Mindanao, representing 53 percent of the total displaced persons nation-wide. In 2012, 605,901 persons were affected by the conflict in the Regions representing 82 percent of all displaced persons nation-wide that year.

In the first quarter of 2008, an estimated total of 2,380 children were affected by militarization and development aggression in Talaingod, Davao Del Norte; Baranga and Cateel,



Davao Oriental; New Bataan, Compostela and Monkayo, Compostela Valley Province; and Barangay Guianga, Tugbok District.

The need for humanitarian aid in Central Mindanao became very evident during the third quarter of 2008 as a result of resurgence in the armed conflict between government forces and factions of the Moro Islamic Liberation Front. Over half a million people were displaced during the immediate period from August to September 2008. Because of the prevailing state of insecurity in their communities, large number of displaced children and their families continued to seek refuge in camped, makeshift shelters in evacuation centers and other establishment by the government. Being the most vulnerable, children were greatly affected by the worsening of the armed conflict and the protracted displacement, conditions which made it more difficult for them to attain their basic rights to survival, protection, and development.

Chapter 2

Research Methodology

This chapter presents the methods and procedures adopted by the researcher in conducting the study.

Research Design

The descriptive research design was used in this study. This research method is used to establish prevailing status or conditions in a particular area of concern. It is also suitable to situations which call for the analysis of differences without variable manipulation.

The present study was focused on determining the implementation of Child Protection Policy in General Emilio Aguinaldo National High School in Public Secondary School, Division of Cavite: Basis for a Proposed Action Plan.

Locale and Population of the Study

The study was conducted in General Emilio Aguinaldo National High School Division of Cavite during the school year 2026 – 2027.

The subject of the study consisted of the total enumeration of all the teachers and school administrators. There were elementary, secondary level with a total of 304.

Table 1 presents the distribution of subject-respondents by school.

Table 1
Distribution of Respondents by Schools

Schools	Number of Teachers	School Heads
1. Elementary Department	150	1
2. Secondary Department	154	4
Total	304	7

Data Gathering Instrument

This research study used of the questionnaire as the main data-gathering instruments. It consisted of:

Part I. consisted of the Social Emotional Competencies of pupils along the four (4) dimensions namely; Building Positive Relationships, Designing Supportive Environments, Social Emotional Teaching Strategies and Individualized Interventions.

It was adopted from Joseph (2006), Center on the Social and Emotional Foundation for Early Learning (CSEFL).

Data Gathering Procedures

The researcher sought permission from the Schools Superintendent and the different Department Heads pertaining to the conduct of the study.

When permission was granted, the researcher asked permission from the school

administrators of General Emilio Aguinaldo National High School, Division of Cavite.

The set of questionnaire was personally floated by the researcher to all. The researcher was able to retrieve all the questionnaire from the respondent teachers and school administrators. It took her two (2) weeks both floating and retrieving the said questionnaire.

Statistical Treatment of Data

Problem number 1 on determining the extent to which teachers' practices to develop social-emotional competencies of learners as perceived by teachers themselves and their school heads/administrators was answered by using 3-value Likert Scale with the average weighted mean and its descriptive rating.

Point Value	Statistical Range	Descriptive Rating
3	2.34 – 3.00	Consistently
2	1.67 – 2.33	Occasionally
1	1.00 – 1.66	Seldom

Problem number 2 on determining the significant differences between the perceptions of the teachers themselves and their school administrators was answered by using the t-test.

Formula:

$$WM = \frac{\bar{X}_1 - \bar{X}_2}{SD_{\bar{X}}}$$

Where:

\bar{X}_1 = First mean

\bar{X}_2 = Second mean

$SD_{\bar{X}}$ = Standard error of difference between the two means

Problem number 3 on determining the significant correlation between the extent of teachers' practices to develop social emotional competencies of pupils as perceived by themselves and their profile variables was answered by using the Pearson Correlation Coefficient (r).

Formula:

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$

Problem number 4 on determining the strengths and weaknesses of the teachers along the four (4) dimensions by using the mean scale value. A mean scale value of 2.34 and above is classified as "Strengths" while a mean scale value of 2.33 and below is classified as "Weaknesses".



Problem number 5 on the proposed action plan was formulated based from the findings including their weaknesses and strengths along the four (4) dimensions of social emotional competencies of learners.

Chapter 3

Results and Discussion

This chapter presents the analysis and interpretation of data gathered through the use of questionnaire.

The data gathered are related to the stated sub-problems such as the profile of the child abuse victims in the public secondary schools in the Division of Manila for the school year 2026 – 2027 in terms of age, sex (gender) residence (rural/urban) number of children in the family, parents, highest educational attainment, religion, monthly family income, status of employment of parents (permanent, contractual, probationary, casual).

Another point of analysis is based on the cases involving child abuse in Public Secondary Schools in the Division of Manila along fighting, bullying, discrimination, exploitation, rape, sexual violence, acts of lusciousness, corporal punishment, making demeaning remarks, child labor and public malicious imputation of crime.

To underscore the solution to the problem of child abuse or exploitation certain strategies are being employed by the school authorities including teachers to address the incidence of child abuse as specified in the DepEd policies.

Table 2 presents the profile of the respondents in terms of age.

Table 2
Profile of the Respondents of Terms of Age
N=508

	AGE		
	10 – 15	16 – 20	21 and above
	36 (7)	25 (5)	7 (1)
	35 (7)	12 (2)	5 (1)
	25 (5)	12 (2)	9 (2)
	35 (7)	15 (3)	10 (2)
	22 (4)	16 (3)	10 (2)
	31 (6)	15 (3)	2 (.5)
	31 (6)	12 (2)	0 (0)
	36 (7)	12 (2)	1 (.2)
	35 (7)	10 (2)	2 (.5)
	39 (8)	7 (1)	1 (.2)
Total	325 (64)	136 (27)	47 (9)



It could be noted that School revealed the truth that most of the victims of child abuse had the ages ranging from 10 to 15 proven by 36 or 7 percent followed by 16 to 20 with 25 or .5 percent then ages 21 and above with 7 or 1 percent. The findings implied that the victims were young that may entail fragility and helplessness and weak resistance.

The age of the most abused child revealed by was between 10 and 15 with 35 or 7 percent of the total number of respondents and the least was age 21 and above with 5 or 1 percent of the total number of respondents.

The findings implied that the victims were the youngest of the group. It further implied that they could easily be persuaded and helpless to resist the abusive person.

It could be noted that the child abuse victim mostly at belong to the age bracket of 10 to 15 proves by 25 or 5 percent of the total number of respondents. The least fall in the age bracket of 21 and above with 9 or 2 percent of the total number of respondents. The findings implied that basically these victim were young, they might not be aware of their rights and even weak to resist the acts. They maybe influenced by the condition of broken homes and poverty.

The table presents the age of the child abuse victims in High School. It could be noted that mostly the victims belonged to the age bracket of 10 or 15 with 35 or 7 percent of the total number of respondents. The least fell into the age bracket of 21 and above with 10 or 2 percent of the total number of respondents.

The findings implied that the victims were the youngest of all the victims leveled by age. These victims were somewhat innocent of them rights and helpless. They were the products of poor families, neglected children due to broken homes and even lack care and attention from their parents and family circle.

It could be noted that School revealed the fact that most of the victims of the child abuse fell into the age bracket of 10 to 15 proven by 22 or 4 percent of the total number of respondents. The least fell into the bracket of 21 and above with 10 or 2 percent of the total number of respondents.

The findings implied that the victims were the youngest of them all. They were young to resist and protect themselves. They needed the assistance and concern of their elders and society.

It could be gleaned that School revealed the truth that most of the victims belonged to the age bracket of 10 to 15 with 31 or 6 percent of the total number of respondents. There were only 2 or .5 percent of the total number of respondents that fell into the age bracket of 21 and above.

The findings implied that the victims were usually youngest and could not fight for their right. They were neglected by their parents and elders and other community people.

It could be noted that most of the victims fall into the age bracket of 10 to 15 with 31 or 6 percent of the total number of respondents. There were no victims of aging 21 and above. The findings implied that the victim were the youngest of them all. They were the most neglected and helpless members of the society. They lack self-trust and confidence. These victims were the products of broken homes and lack of parents care and attention.

It could be noted that 36 or 7 percent of the total number of respondents of the child abuse victims belonged to age bracket of 10 to 15. The least belong to aged of 21 and above with 1 or 2 percent of the total number of respondents.

The findings implied that the victims were youngest. These children could hardly protect themselves and they need to protection, concern, love and care of their families and society.

It could be noted that in school, the victims were mostly the youngest of the group aging 10 to 15 proven by 35 or 7 percent of the total number of respondents. The least of the victims belonged to 21 and above aged bracket. Proven by 2 or .5 percent, the findings implied that the victims were the youngest. They were helpless, innocent of their rights and freedom.

It could be noted that in Umingan National High Schools, the victims were mostly fall into the age bracket of 10 to 15 with 39 or 8 percent of the total number of respondents. The least belonged to age bracket of 21 and above with only 1 victim or .2 percent of the total number of respondents. The findings implies that the victim were the youngest of them all.

Table 3 presents the sex (gender) and residence of the child abuse victims.

Table 3
Sex (Gender) and Residence of the Child Abuse Victims

SCHOOLS	Sex		Residence	
	Male	Female	Rural	Urban
	52 (10)	16 (3)	66 (13)	2 (.5)
	42 (8)	10 (2)	48 (9)	4 (.7)
	34 (7)	12 (2)	40 (8)	6 (1)
	55 (11)	6 (1)	59 (11)	2 (.5)
	29 (8)	9 (2)	37 (7)	11 (2)
	39 (8)	9 (2)	43 (9)	5 (1)
	36 (7)	6 (1)	40 (8)	3 (.5)
	38 (9)	5 (1)	40 (9)	3 (.5)
	36 (7)	13 (2)	46 (9)	3 (.5)
	40 (8)	7 (1)	43 (8)	4 (.7)
Total	417 (82)	91 (18)	465 (91)	40 (8)



The table reveals the sex/gender of the victims. It could be noted that mostly were male with 42 or 8 percent of the total number of respondents and live in rural areas with 48 or 9 percent of the total number of respondents. The findings implied that male children who are living in rural areas were usually the victims. The victims were exposed to outdoor activities and barkada system that may lead to these kinds of abuse syndromes.

It could be noted that most of the child abuse victims of Mangaldan National High School were male with 52 cases or 10 percent of the total number of cases or victims of child abuse and they lived in rural areas proven by 66 cases or 13 percent of the total number of cases.

The findings implied that victims from High School were basically male who are inclined to barkada and fond of going out to the point of engaging in vices and led to the victims of any kind of child abuse.

The table implies that most of the gender of the respondents in National High School proven by 34 or 7 percent. Hence, female were at 10 percent or 2 percent of the total number of respondents. Furthermore these respondents. It is therefore implied that most males were expose to child abuses, violence and cruelty. This said condition is influence by these environment and constant exposure to peer pressure.

The table implies that there were more respondents than female in National High School with 55 or 11 percent of the total number of respondents. The respondents were most situated in the rural areas with 59 or 11 percent of the total number of respondents. This implies that the males were most expose from the violence and other acts which impedes these safety as there are greatly influence by their peers.

The table implies that there are more males in High School than female who are the victims of child abuse proven by 7 and 6 respectively and mostly living in rural areas with 40 of them. This means that the male are more inclined to exploitation and abuses. The cause might be blue to their constant exposure with barkadas, family negligence and broken homes and lack of care and attention.

The table presents the sex and residence of the victims of child abuse from National High School. There are 38 males who are victims of the child abuse and 40 of them came from the rural areas. It shown that there were more boys and girls. This implies that boys are more exposed and susceptible to abuse due to their outdoor activities.

It could be noted that out of the 508 victims of the child abuse there were 36 males and 13 females who experienced child abuse. There were 46 who lived in the rural areas and 13 families urban areas.

The findings implied that the boys have been exposed to child abuse. This is caused by the lack of care and time of the family to mingle and find out the situation of their children and that these boys used to go out with their friends.

It could be noted that there were 40 males who were the victims of child abuse and 43 were from the rural areas.

The findings implies that boys are usually exposed to child abuse due to the too much

outdoor activities of the boys that tempt them to be abused as well as the negligence of their parents and the environment they live in.

Table 4 presents the number of children in the family.

Table 4
Number of Children in the Family

Schools	0 – 5 members	6 – 10 members	11 and above members
	42 (8)	15 (3)	5 (1.5)
	15 (3)	28 (5.5)	1 (.2)
	38 (7.5)	18 (3.5)	0 (0)
	18 (3.5)	52 (10)	3 (.6)
	4 (.8)	39 (7.2)	5 (1)
	38 (7.5)	3 (.6)	5 (1)
	37 (7)	3 (.6)	3 (.6)
	36 (7)	8 (1.5)	2 (.4)
	32 (6)	10 (2)	2 (.4)
	20 (4)	25 (5)	1 (.2)
Total	268 (55)	201 (39.6)	39 (7)

It could be noted that most of the schools have 0 to 5 number of children in the family followed by 6 to 10 number of siblings. The least is the 11 and above number of siblings.

Looking at the table closely, it could be gleaned that victims have 39 or 7 percent have 6 to 10 number of siblings. Mangaldan National High School has 42 or 6 percent with 0 to 5 children in the family.

The findings implied that basically the families of the child abuse victims have the minimum number of children which can be easily managed if the parents will be responsible enough to prioritize the welfare of their children other than any things else. In this case they can be protected from child abuse from their families and peers or society.

Table 5 presents the parents highest educational attainment.

Table 5
Parents Highest Educational Attainment

Parents Highest Educational Attainment	F	Percentage
Elementary Graduate	201	40%
High School Graduate	233	46%
College Graduate	61	12%
Others	13	2%
Total	508	100%

It could be noted that highest educational attainment of the parents of the victims in high school graduate proven by 253 respondents, followed by Secondary with 177 respondents, then college with 63 respondents. The least was graduated or post graduate education with 16 respondents.

The findings implied that the parents educational attainment is so basic that may affect the know-how and the skill to manage the moral and spiritual aspects of their children. They have the tendency to neglect their duties of rearing their children become responsible member of the society and even to the point of giving attention and guidance of their children whenever possible.

Table 6 presents the religion of the child abuse victims.

Table 6
Religion of the Child Abuse Victims

N = 508

Religion of the Child Abuse Victims	F	Percentage
Roman Catholic	368	72.4
Iglesia Ni Cristo	33	6.5
Jehovah's Witnesses	17	3.3
Latter Day Saints	10	2
Born Again Christian	57	11.2
Methodist	15	3

Baptist	8	1.6
Others	0	0
Total	508	100%

The table shows the religion of the child abuse victim. It could be noted that majority of the respondents are Roman Catholic proven by more or less 368 respondents followed by Iglesia Ni Cristo with 33 respondents or 7 percent of the total number of respondents. The least were Methodist and Baptist Religion.

The findings implied that Roman Catholic Religion is the leading religion of the respondents and that they are affected by the principles and doctrine of Roman Catholic Religion. It seemed that these victims had not lived upon fully the dynamism of their faith dictated by the Roman Catholic. On the other hand it may imply further that religion does not have higher influenced or effect when it comes to respect of human dignity and moral security.

Table 7 presents the monthly family income of the victims of child abuse.

Table 7
Monthly Family Income of the Victims of Child Abuse

N = 508

Monthly Family Income of the Victims of Child Abuse	F	Percentage
1,000 – 10,000	220	43.3
11,000 – 20,000	239	47
21,000 – 30,000	43	8.5
31,000 and above	6	1.2
Total	508	100

The data deals on the monthly family income of the victims of child abuse. It could be noted that most of the families have monthly income of 11,000 to 20,000 with 239 respondents followed by 1000 to 10,000 with 220 respondents and 1.2% of the victims however have 31,000 and above monthly family income.

The findings implied that the income of the family as well as the status of employment don't give the financial security of the family. This situation may certainly affect the condition of the children in particular. This might be one of the reasons why the children are affected by the child abuse acts. The needs of these children are not sufficiently met so they will be inclined to be abuse and abuse on the other hand.

Table 8 presents the status of employment of parents.

Table 8
Status of Employment of Parents
N=508

Status of Employment of Parents	F	Percentage
Permanent	222	43.7
Contractual	274	54
Probationary	12	2.3
Total	508	100

The status of employment of parents revealed that 274 of the respondents have contractual employment and 222 of the respondents have permanent status of employment of parents, 12 of the respondents are probationary status of parents employed.

The findings imply that the status of employment of parents is not stable. It may affect the social economic stability of the family as well as contributory to the child abuse problems among the student. The social economic condition has effect to the condition of the child abuse activities and may increase the volume of the cases on child abuse.

Table 9 deals on the report of Cases of Child Abuse

Table 9
Reports on Cases of Child Abuse
N=508

Schools	Sexual Violence	Physical Violence	Acts of Lasciviousness Harassment	Threats	Bullying	Fighting	Discrimination	Exploitation	Against Child Punishment	Rape	Child Abuse	Demeaning Remarks	Importation
	2	8	4	6	15	16	3	4	0	5	0	2	0
	1	6	2	3	14	12	2	2	0	6	0	3	0
	2	9	3	2	10	2	3	3	0	5	0	3	0

	0	6	2	1 0	13	14	2	4	0	4	0	2	3	0
	2	1 0	3	6	15	13	3	2	0	4	0	3	2	0
	1	7	3	2	13	10	2	3	0	3	0	2	2	0
	1	5	1	3	12	7	1	2	0	2	0	1	1	0
	1	6	3	4	14	9	1	1	0	2	0	0	1	0
	0	8	1	3	15	12	3	1	0	1	0	1	0	0
	1	3	2	5	14	11	2	2	0	2	0	1	0	0
TOTAL	1 1	6 8	2 7	4 4	13 5	10 6	22	2 4	0	3 6	0	1 8	1 6	0

The table presents the reports on cases of child abuse along the 14 reported cases like sexual violence, physical violence, acts of lusciousness, threats, bullying, fighting, discrimination, exploitation, abuse on children, corporal punishment, rape, child labor, making demeaning remarks and public malicious imputation of crime.

Analyzing the table it could be noted that bullying and fighting are the leading child abuse proves by 135 and 107 respectively. It is followed by physical violence 68; corporal punishment 36; threats 44; acts of lusciousness 27; exploitation 24; and discrimination 22.

It could be seen also that there were no cases on violence against children, rape and public malicious imputation of crime.

The findings implied that children in general experience the famous acts of bullying, fighting and physical violence. It means further that their experiences of these sort of child abuse cases created an increase of cases as these victims may also learn to become violence and victimize others like their peers and give profane language and unacceptable behavior towards others.

Table 10 presents the Strategies Employed by the School Authorities Addressing to Incidence of Child Abuse.

Table 10
Strategies Employed by the School Authorities Addressing
to Incidence of Child Abuse

Strategies Employed by the School Authorities Addressing to Incidence of Child Abuse	WM	DE
1. Counseling	3.30	VE
2. Giving Warning	2.60	E
3. Reprimanding	1.80	LE
4. Refer to DSWD	2.40	LE
5. Training on children's rights and protection	3.15	E
6. Campaign on the social inclusion of marginalized children	2.55	E
7. Improving data collection on child abuse and analysis	1.89	LE
8. Moral Support and Care System for Children	2.61	E
9. Support impoverished communities	1.72	LE
10. Applying advocacy network	2.10	LE
11. Implement the laws and policies of child protection	3.31	VE
12. Protection Care and Activities	1.79	LE
13. Consultation of Parents	3.3	VE
14. Education for Parents	3.30	VE
15. Values Education for Parents / Teachers	3.15	E
TOTAL	2.60	E

It could be noted that the strategies employed are effective proven by the total average weighted mean of 2.60.

Considering the table in detail, it could be realized that counseling, and implementing the laws 3.30 and 3.31 weighted mean respectively had the highest weighted mean. Some were considered by the respondents effective by the guidance counselor of the 10 selected public elementary schools of the Division of Manila.

They were giving warning 2.60; training on children's right and protection 3.15; campaign on the enclosure of marginalized children 2.55 and support and care system 2.61

weighted mean. The rest of the indicators were considered least effective strategies like reprimanding 1.80; improving data collection, support impoverished communities 1.72 weighted mean.

The findings implied that the strategies were considered beneficial to address the cases of child abuse in the participating schools. Furthermore, they could minimize if not eradicate the high and rapid increase of child abuse in our institution like the schools.

Relationship Between the Profile of the Respondents and the Problems Encountered by Themselves.

The Pearson Product Moment of Coefficient of Correlation was used in determining the relationship between the Profile of the respondents with the problems encountered by them. Results can be gleaned in Table 11 below.

Table 11 presents the relationship between the profile of the respondents and the cases of child abuse.

Table 11

Relationship Between the Profile of the Respondents and the Problems Encountered by Themselves

N=508

Profile of the Respondents	Cases of Child Abuse		Description
	R-Value	Significance	
1. Age	.020	.775	Low
2. Sex	.045	.562	Low
3. Residence	.148	.479	Moderate
4. Number of Children	.185	.054	Low
5. Parents Highest Educational Attainment	.148	.016	Moderate
6. Religion	.055	.054	Moderate
7. Family Income	.035	.479	Low
8. Status of Employment	.146	.069	Moderate

Significant at .05 Alpha

The result show that no significant relationship existed between the respondents profile across their age and the problems encountered by them as revealed in the r-value of 0.20 and a significance of .795 which is negligible correlation. This means that even though the respondents were younger or older when it comes to their age, this has nothing to do with the problems



encountered by them.

Likewise, there is no significant relationship occurred between the sex profile and the problems encountered by the respondents. This is proven by r-value of .045 and a significance of .479, thus it means that eventhough the respondents were single, married or separated this has nothing to do with the problems encountered by them.

On the other hand, there is low correlation existed between the respondents profile across their numbers of children, noted by r-value of .148 and a significance of .054. It means that there is a slight effect of the number of children the respondents have with the problems encountered by themselves.

Likewise, there is low correlation existed between the respondents profile when it comes to their monthly income, proven by r-value of .185 and a significance of .016. It means that respondents Monthly Income slightly affect the problems encountered by the respondents themselves.

Furthermore, on the highest educational attainment there is also a low correlation existed proven by the r-value of .148 and a significance of .054. It means that the respondents educational attainment has a slight effect on the problems encountered by them.

Lastly, on the number of relevant trainings and seminars attended there is no correlation, proven by the r-value of .055 and a significance of .499. It means that the eventhough the respondents attend much or less seminars and training it has no effect on the problems encountered by them.

Therefore, the null hypothesis is accepted between the profiles of the respondents and the problems encountered by them.

The Proposed Action Plan to Improve the Implementation of the Child Protection Policy in the Public Secondary Schools of Manila City Division

The Proposed Action Plan is composed of the following parts:

1. Key Results / Areas
2. Target
3. Strategies
4. Time Frame
5. People Involved
6. Financial Requirement
7. Success Indicator

The proposed action plan can be scrutinized in the succeeding pages.

THE PROPOSED ACTION PLAN TO IMPROVE THE IMPLEMENTATION OF THE CHILD PROTECTION POLICY IN THE PUBLIC SECONDARY SCHOOLS OF MANILA CITY DIVISION

Key Results	Target	Strategies	Time Frame	People Involved	Financial Requirement	Success Indicator
1. Students Development	To protect the students from child abuse: a. Sexual violence b. Physical violence c. Acts of lasciviousness d. Harassment	1. Seminar training on the rights of children 2. Lecture on child protection 3. Counseling for the victims	Every quarter of the year As needed to be scheduled Counseling for the victims	Students / Teachers, School Administrators DepEd Parents, Students, LGUs, NGOs School	P50,000	90 percent of the activities or strategies should have been carried out. 90 percent of students should have been involved in the different activities / strategies on students'



	sment				
e.	Bullying	4.	Integratio n of child protectio n in the lesson.	officials / teachers	development for child protection policy.
f.	Fighting				
g.	Discri mination		Conduct symposiu m /	Parents, Students	
h.	Explo itation	5.	Conduct symposiu m / forum on child protectio n	Parents, PTCA, Teachers, Communi ty people.	
i.	Child labor		Meet the parents and discuss their roles in the safety of their children.		
j.	Violence against children	6.	Meet the parents and discuss their roles in the safety of their children.		
h.	Corporal punishme nt				
l.	Making demeanor remarks				



<p>2. Staff Development</p>	<p>To acquaint the teachers about the duties and responsibilities on child protection policy.</p> <p>To practice the different strategies for child protection policy.</p>	<ol style="list-style-type: none"> 1. Seminar training in child protection policy 2. Lecture on the duties and responsibilities of teachers and staff in child protection. 3. Reading materials for the staff on child. 4. Monitoring the implementation of child protection policy. 	<p>Every quarters of the year</p> <p>Monthly</p> <p>Anytime</p> <p>3 times a week</p>	<p>Teachers / staff</p> <p>School administrators</p> <p>DepEd</p> <p>Community people</p> <p>PTCA</p>	<p>P50,000</p>	<p>90% of the activities should have been accomplished for the staff / teachers.</p>
-----------------------------	--	--	---	---	----------------	--



<p>3. Curriculum Development</p>	<p>To improve the curriculum by integrating the child protections policy in all subject areas</p>	<ol style="list-style-type: none"> 1. Planning activities 2. Organizing activities 3. Drafting the curriculum 4. Implementation of the curriculum 5. Evaluation of the implementation 	<p>Monthly Quarterly As needed Anytime needed</p>	<p>Curriculum planners Teachers Administrators Parents</p>	<p>P50,000</p>	<p>90 percent of the activities on child protection policy should have been integrated in all areas as planned and designed in the curriculum.</p>
----------------------------------	---	--	---	--	----------------	--



<p>4. Physical Facilities</p>	<p>To provide the necessary facilities for the students to keep them served from child abuse experience.</p>	<p>1. Putting up sports facilities, social facilities, training facilities, organizing the students to work on certain project for social, spiritual, physical facilities.</p> <p>2. Solicitation / donation</p> <p>3. Fund raising activities</p>	<p>Anytime needed and necessary</p> <p>As scheduled subject for the availability of funds</p>	<p>School principal Teachers, Students LGUs NGOs Community people</p>	<p>P30,000</p>	<p>90 percent of the necessary facilities should have been acquired or accomplished.</p>
<p>5. Research and development</p>	<p>To engage activities on cases and solutions on child abuse.</p>	<p>1. Conduct research activities on child abuses.</p> <p>2. Read researches and present them to the class</p> <p>3. View some research cases on television or CDs</p>	<p>Anytime</p> <p>As necessary</p> <p>Monthly</p>	<p>Teachers, Students, School administrators Parents DepEd Officials LGUs NGOs</p>	<p>P300,000</p>	<p>90 percent of the staff / teachers / students should have some researches.</p>



<p>6. Public relation and linkages</p>	<p>To establish linkages and public / human relation to the people and other agencies.</p>	<ol style="list-style-type: none"> 1. Conduct alumni homecoming 2. Communication channel with the different agencies e.g. DSWD, PNP, military, GOs, NGOs, family courts, UNICEF, UN, children protection organization and others. 	<p>Year round and as needed or necessary</p>	<p>Teachers, DepEd officials, Parents, Students, Different government officials, Alumni, etc.</p>	<p>P150,000</p>	<p>90 percent of the activities for child protection policy should have been accomplished.</p>
--	--	---	--	---	-----------------	--

Chapter 4

Summary of Findings, Conclusions and Recommendations

This chapter presents the results of the analysis of the data relevant to the stated problems on the “Implementation of the Child Protection Policy in the Public Secondary Schools in Division of Manila”. Basis for a Proposed Development Program.

The specific problem has something to do with the profile of the child abused victims in the public secondary schools in the Division of Manila last school year 2025 – 2026 in terms of age, sex (gender), residence (rural/urban), number of children in the family, parent’s highest educational attainment, religion, family income, and status of employment of parents.

Summary

It looked into the number of cases involving child abuse in the public secondary schools of Manila City Division in the year 2025 – 2026 along sexual violence, physical violence, acts of lasciviousness, harassment, bullying, fighting, discrimination, exploitation, corporal punishment, rape, child labor, making demeaning remark, and public malicious imputation of crime. The strategies being employed by the school in addressing the incidence of child abuse are also included in this investigation.

Finally the results yielded the proposed development program to enhance the implementation of the child protection policy in the public secondary schools in the Division of Manila City.

Findings

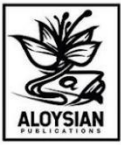
Based on the analysis on the data gathered, the researcher came out with the following summary of findings.

1. On the Profile of the Respondents in Terms of Age

It could be noted that the High Schools revealed the truth that most of the victims of child abuse had the ages ranging from 10 to 15 proven by 36 or 7 percent followed by 16 to 20 with 25 or .5 percent then ages 21 and above with 7 or 1 percent. The age of the most abused child revealed by High School was between 10 and 15 with 35 or 7 percent of the total number of respondents and the least was age 21 and above with 5 or 1 percent of the total number of respondents.

It could be noted that the child abuse victims mostly at National High School belong to the age bracket of 10 to 15 proves by 25 or 5 percent of the total number of respondents. The least fall in the age bracket of 21 and above with 9 or 2 percent of the total number of respondents.

It could be noted that mostly the victims belonged to the age bracket of 10 to 15 with 35 or 7 percent of the total number of respondents. The least fell into the age bracket of 21 and above with 10 or 2 percent of the total number of respondents.



It could be noted that National High School revealed the fact that most of the victims of the child abuse fell into the age bracket of 10 to 15 proven by 22 or 4 percent of the total number of respondents. The least fell into the bracket of 21 and above with 10 or 2 percent of the total number of respondents.

It could be gleaned that National High School revealed the truth that most of the victims belonged to the age bracket of 10 to 15 with 31 or 6 percent of the total number of respondents. There were only 2 or .5 percent of the total number of respondents that fell into the age bracket of 21 and above.

It could be noted that most of the victims fall into the age bracket of 10 to 15 with 31 or 6 percent of the total number of respondents. There were no victims of aging 21 and above.

It could be noted that National High School, 36 or 7 percent of the total number of respondents of the child abuse victims belonged to age bracket of 10 to 15. The least belonged to age bracket of 21 and above with 1 or 2 percent of the total number of respondents.

It could be noted that in National High School, the victims were mostly the youngest of the group aging 10 to 15 proven by 35 or 7 percent of the total number of respondents. The least of the victims belonged to 21 and above aged bracket.

It could be noted that in National High School, the victims were mostly fall into the age bracket of 10 to 15 with 39 or 8 percent of the total number of respondents. The least belonged to age bracket of 21 and above with only 1 victims or .2 percent of the total number of respondents. The findings implies that the victims were the youngest of them all.

2. On the Sex (Gender) and Residence of the Child Abuse Victims

It could be noted that most of the child victims of National High School were male with 50 cases or 10 percent of the total number of cases or victims of child abuse and they lived in rural areas proven by 66 cases or 13 percent of the total number of cases.

The table presents the sex and residence of the victims of child abuse from National High School. There are 38 males who are victims of the child abuse and 40 of them came from the rural areas. It is shown that there were more boys and girls. This implies that boys are more exposed and susceptible to abuse due to their outdoor activities.

It could be noted that out of the 508 victims of the child abuse there were 36 males and 13 females who experienced child abuse. There were 46 lived in the rural areas and 13 families urban areas.

It could be noted that there were 40 males who were the victims of child abuse and 43 were from the rural areas.



3. On the Number of Children in the Family

It could be noted that most of the schools have 0 to 5 numbers of children in the family followed by 6 to 10 number of siblings. The least is the 11 and above number of siblings.

Looking at the table closely, it could be gleaned that National High School victims have 39 or 7 percent have 6 to 10 number of siblings. National High School has 42 or 6 percent with 0 to 5 children in the family.

4. On the Parents Highest Educational Attainment

It could be noted that highest educational attainment of the parents of the victims is high school graduate proven by 253 respondents, followed by Secondary with 177 respondents, then college with 63 respondents. The least was graduated or post graduate education with 16 respondents.

5. On the Religion of the Child Abuse Victims

The table shows the religion of the child abuse victim. It could be noted that majority of the respondents are Roman Catholic proven by more or less 368 respondents followed by Iglesia Ni Cristo with 33 respondent or 7 percent of the total number of respondents. The least were Methodist and Baptist Religion.

6. On Monthly Family Income of the Victims of Child Abuse

The table deals on the monthly family income of the victims of child abuse. It could be noted that most of the families have monthly income of 11,000 to 20,000 with 239 respondents followed by 1000 to 10,000 with 220 respondents and 1.2% of the victims however have 31,000 and above monthly family income.

7. On the Status of Employment of Parents

The status of employment of parents revealed that 274 of the respondents have contractual employment and 222 of the respondents have permanent status of employment of parents, 12 of the respondents are probationary status of parents employed.

8. On the Reports on Cases of Child Abuse

The table presents the reports on cases of child abuse along 14 reported cases like sexual violence, physical violence, act of lasciviousness, threats, bullying, fighting, discrimination, exploitation, abuse on children, corporal punishment, rape, child labor, making demeaning remarks, and public malicious imputation of crime.

Analyzing the table it could be noted that bullying and fighting are the leading child abuse proves by 135 and 107 respectively. It is followed by physical violence 68; corporal punishment 36; threats 44; acts of lasciviousness 27; exploitation 24; and discrimination 22.

It could be seen also that there were no cases on violence against children, rape and public imputation of crime.

9. On the Strategies Employed by the School Authorities Addressing to Incidence of Child Abuse

It could be noted that the strategies employed are effective proven by the total average weighted mean of 2.60.

Considering the table in detail, it could be realized that counseling, and implementing the laws 3.30 and 3.31 weighted mean respectively had the highest weighted mean. Some were considered by the respondents effective by the guidance counselor of the 10 selected public secondary schools of Division of Manila.

They were giving warning 2.60; training on children's right and protection 3.15; campaign on the enclosure of marginalized children 2.55 and support and care system 2.61 weighted mean. The rest of the indicators were considered least effective strategies like reprimanding 1.80; improving data collection, support impoverished communities 1.72 weighted mean.

Conclusions

The following conclusions were based from the interpreted results of the data gathered:

1. The victims of the child abuse were young that may entail fragility and helplessness to resist abusive acts from anyone.

Most of the victims were male and came from the rural areas which means that they were fond of going with barkadas and lack the proper care of the parents.

The victims of the child abuse belonged to a minimum number of children which could be easily be managed by their parents if they only have time for their children.

The parents had the basic educational attainment which revealed their inadequate knowledge and skills to manage the social, spiritual, psychological and academic well-being of their children.

The victims failed to live up the doctrine and practice the catholic religion dogma and principles.

The monthly family income of the victims failed to give them the financial security that contribute to the increase of the child abuse victims.

2. The most famous cases of child abuse were fighting and bullying that influence the victims of victimize or engage in the same acts of child abuse. They may engage in fighting and bullying in relation.
3. Finally, the strategies were beneficial to address to the cases of child abuse in the participatory schools. They could minimize if not eradicate the high and rapid increase of child abuse in the school and community.



Recommendations

The following recommendations were based from the analysis of the findings .

1. The parents, schools and community should cooperate together to protect the children from abusive acts of others. Proper time, concern and attention be given by each to safeguard their well-being as they are young and helpless.

Much time should be extended by the social institution for children, barangay officials should have records of care of child abuse to give proper counseling when needed.

The different religions particularly the roman catholic religion should organize program of values formation, spiritual formation for the youth particularly the victims of abuses.

The government must extend livelihood programs to assignment the income of the family so that they could meet material social needs.

2. Discussions of children's right, must be included or integrated in the lesson particularly on bullying and fighting. Making a follow-up of cases, involving parents, and community to solve the cases must be done.
3. The suggested strategies to solve the cases of child abuse, or if not lessen the cases of child abuse must be implementation of the laws and policies of child protection.
4. The proposed development program must be implemented and even recommended to the Division of Manila City for adaptation and implementation.

References

- Abueva, Albert V. Philippine Guidelines for the Protection of Trafficked Children in South East Asia: Asia ACTs with funding support from Terredes Hommes - Netherlands and Oak Foundation 2018.
- Andag, R.A. Deadly Playgrounds (The Phenomenon of Child Soldier in the Philippines) 2019.
- Anglin Philip D. Whose children? Separated Children's Protection and Participation in Emergencies: Save the Children in their Rightful Residence. 2014.
- Anglin, James D. "Council for the Welfare Children" Laws and Issuance on Children Council for the Welfare of Children and PLAN Philippines. 2014.
- Brillantes, Raymart D. Developing Strategic Services for child domestic workers: Using Survey Data on Their Working and Living Conditions in Metro Manila. BWYW-DOLE. 2016.
- Cabilao, Jesslie F. International Social Welfare Services: The Malaysian Experience; Social Welfare and Development Journal, 3,4: 2-11. 2019.
- Cruz, Rebecca M. Ours to Protect and Nurture (The Case of Children Needing Special Protection); Reports on the Actual Situations: UNICEF, 2021.
- IACAT (n.d.) Anti-trafficking in Persons: A Policy Resource Book, Inter Agency Council Against Trafficking, 2019.
- Innocent Reserch Center. Handbook on the Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography: United Nations Children's Fund, 2019.
- Langdon R. S. Psychological Trauma and Human Rights Programs Emerging Good Practices (A Documentation of the Experiences and Learning of Save the Children UK's Programme for Abuse and Exploited Children: Psychosocial trauma and Human Rights Program Center for Integrated and Development Studies, 2019.
- Marcelo, Celistino S. A Rainbow after the Rain: World Vision's Child Friendly Spaces in Saint Bernard Southern Leyte, 2016.
- Matilac, Roselyn et.al. Protecting the Rights and Dignity of the Trafficked Children in Asian Countries: Inter-Agency Council Against Trafficking, 2007.
- Raymundo, Vicente O. Inter-Agency Working Group on Children's Participation. Children as Active Citizens. Manila, Philippines: Inter-Agency Working Group on Children's Participation: ECPAT International Knowing Children, Plan International, Save the Children Alliance, UNICEF EAPRO and World Vision, 2021.
- Remedio, Eillen M. Children in Pa-aling and Kbkub Expedition: An Assessment Report for the Deep-Sea and Fishing Sector Studies: Manuscript. ILO-EPIC, 2018.
- Rolloiazo, Martin L. An In Depth Study on the Situation of Child Labor in Agriculture

(Preliminary Findings). ILO-IPEC, 2017.

Rosario, R. D. & Bonga M.A. Child Labor in the Philippines: A Review of Selected Studies and Policy Paper. Manila, Philippines: Office of the Vice Chancellor for research and development, University of the Philippines-Deliman, Australian agency for International Development (AusAID), and United Nations Children's Fund UNICEF, 2016.

Surato, Ferdinand C. "Committee on the Right of the Child". Concluding Observations on the Second Periodic Report of the Philippines, 2018.

B. Periodical/Magazines

Aldaba, Fernando F. A National Policy Study on Child Labor and Development in the Philippines. Discussion Paper Series No. 2008 - 15,17; Philippine Institute for Development Studies, 2018.

Ano, Dennise G. A Cursory Assessment Study on the Situation of Child Labor in the Pyrotechnics Industry: Manuscript ILO-IPEC, 2020.

Madrid, Alaisa A. Statistical Notes of the Asian Countries regarding the Child's Situation and Status Reports, 2016.

Manasan, D. R. G. Philippines Country Study on Meeting of Millenium Development Goals: United Nations Development Programs, 2016.

Valdez, Efren R. Republic of the Philippines, Philippines Progress Report on the Millennium Development Goals: Republic of the Philippines, UNICEF, 2022.

World Vision a Rainbow After the Rain (World Vision's Child Friendly Spaces in Saint Bernard, Leyte, WVDF, 2016.

C. Unpublished Materials / Thesis / Dissertation / Researches

Bloom, Sandra W. Innocent Research Center. Changing Minds, Policies and Lives (Improving Protection of Children in Eastern Europe and Central Asia-Redirecting Resources to Community - Based Services): UNICEF and World Bank 2015.

Clarín, S. M. Silence of the War and Conflict in the Mindanao Region, a Basis for Proposed Action in Saving the Well Being of the Children in Terms of Continuous Education in the Post War Areas, 2016.

CWC; Initial Philippine Report on the Optional Protocol to the Convention on the Right of the Child on the Involvement of Children in Armed Conflict and UN CRC Concluding Observations: Council for the Welfare of Children, 2018.

Edralin, Dianne A. In Depth study on the Situation of Child Labor in the Mining, Agricultural,

Fishing, Manufacturing, Weaving Industries and other Hazardous Workplace and Industry. ILO-IPEC, 2022.

International Labour Organization: Child Trafficking in the Philippines: A Situation Analysis; International Labour Org. World/Info. 2018.

Maria-Abalos, F.S. Voices and Space of Resilience (Children Rising Above the Flash Floods of REINA): Christian Fund (CCF). 2016.

Protocaio, Marcelino E. Child Abuse in the Philippines (An Integrated Literature Review and Annotated Bibliography). PLAN International Philippines University of the Philippines Diliman Campus CIDS. 2020.

Timbol, Edgar T. What Are We Learning About Protecting Children in the Community? An Inter-Agency Review of Evidence on Community-Based Child Protection Mechanism Executive Summary of Save the Child Asia. 2023.

Ubalde, Corazon G. Government of the Philippines. Third and Fourth Periodic Reports Submitted to the Committee on the Rights of the Child, 2012.

D. Others

DepEd. Child Protection Policy Templates “Annex” A, B, and C, 2022, M.O. Circular Department of Education Central Office, Manila

IACAT and DOJ (n.d.) Republic Act NO. 9208: Anti-Trafficking in Persons Act of 2003 and its Implementing Rules and Regulations.

Ibon Foundation; Uncounted Lives: Children, Women and Conflict in the Philippines, A Needs Assessment of Children and Women Affected by Armed Conflict. United Nations Children Funds. 2018.

International Labour Organization: Employers demand for Child Labor in the Hazardous and Dangerous Work Areas Including Fashion Accessories Industries in the Philippines, 2016.

UNICEF The Participation of Children and Young People in Emergencies (A guide for relief agencies, based largely on experiences in the Asian Tsunami response), 2017.

United Nations Office for the Coordination of Human Affairs: UNDAC Mission to the Philippines Assessment of National Disaster Response Capacity. 2017.